

Nutrition, Physical Activity, & the Mass Media

How Students Can Interpret Nutrition Messages in the Media and Make Informed Decisions

Presented by:

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International Food Information Council Foundation

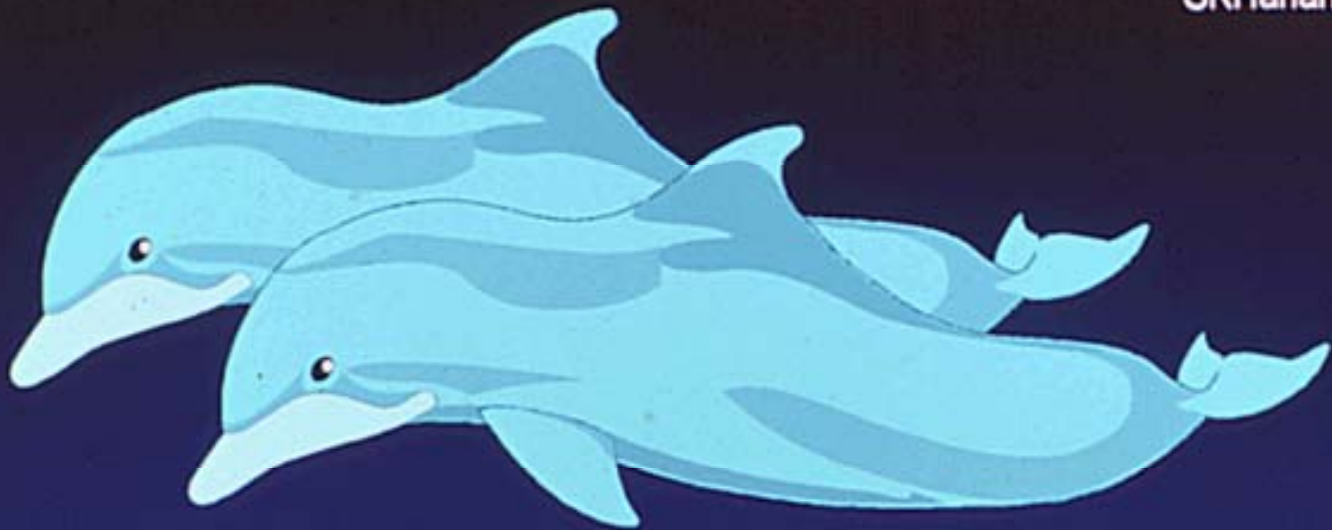
November 12, 2003

International Food Information Council (IFIC) and IFIC Foundation

Mission: *To communicate science-based information on food safety and nutrition to health and nutrition professionals, educators, government officials, journalists and others providing information to consumers.*

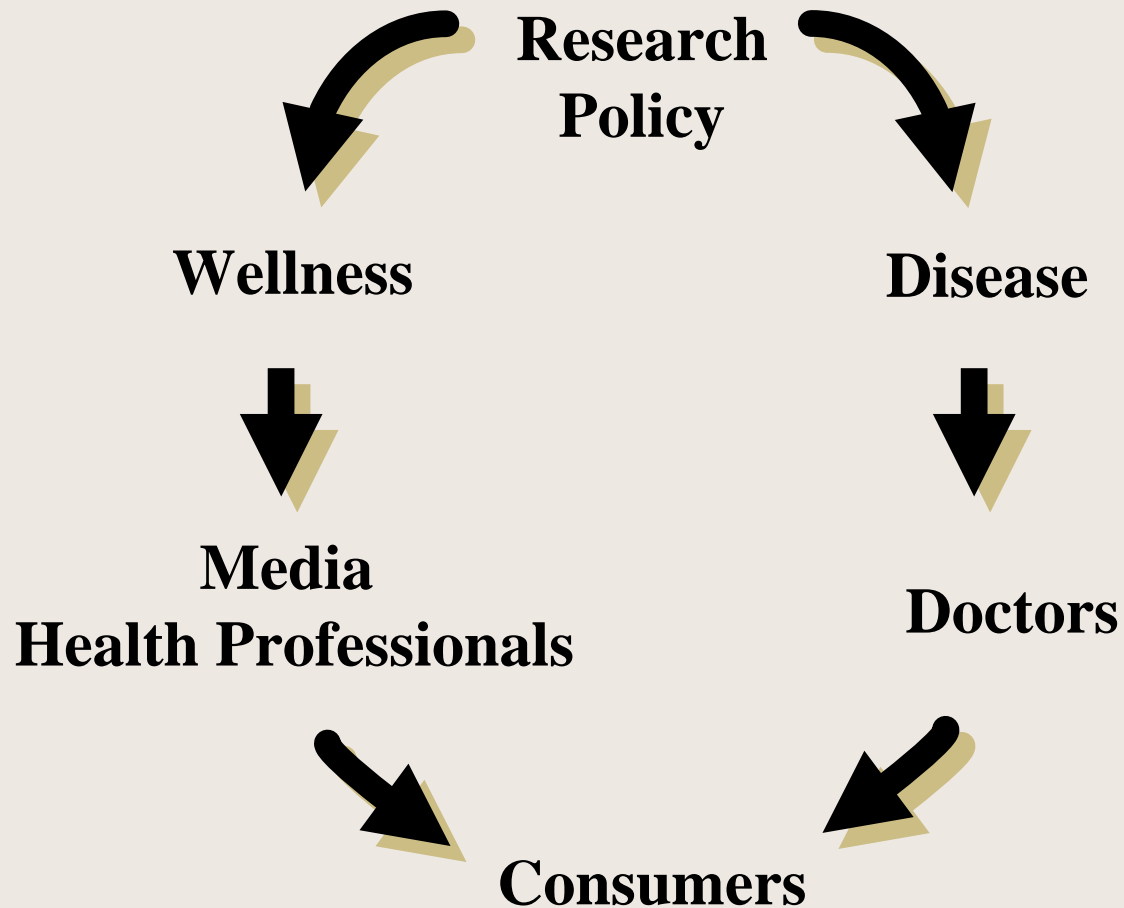
Primarily supported by the broad-based food, beverage and agricultural industries.

SKHarlander

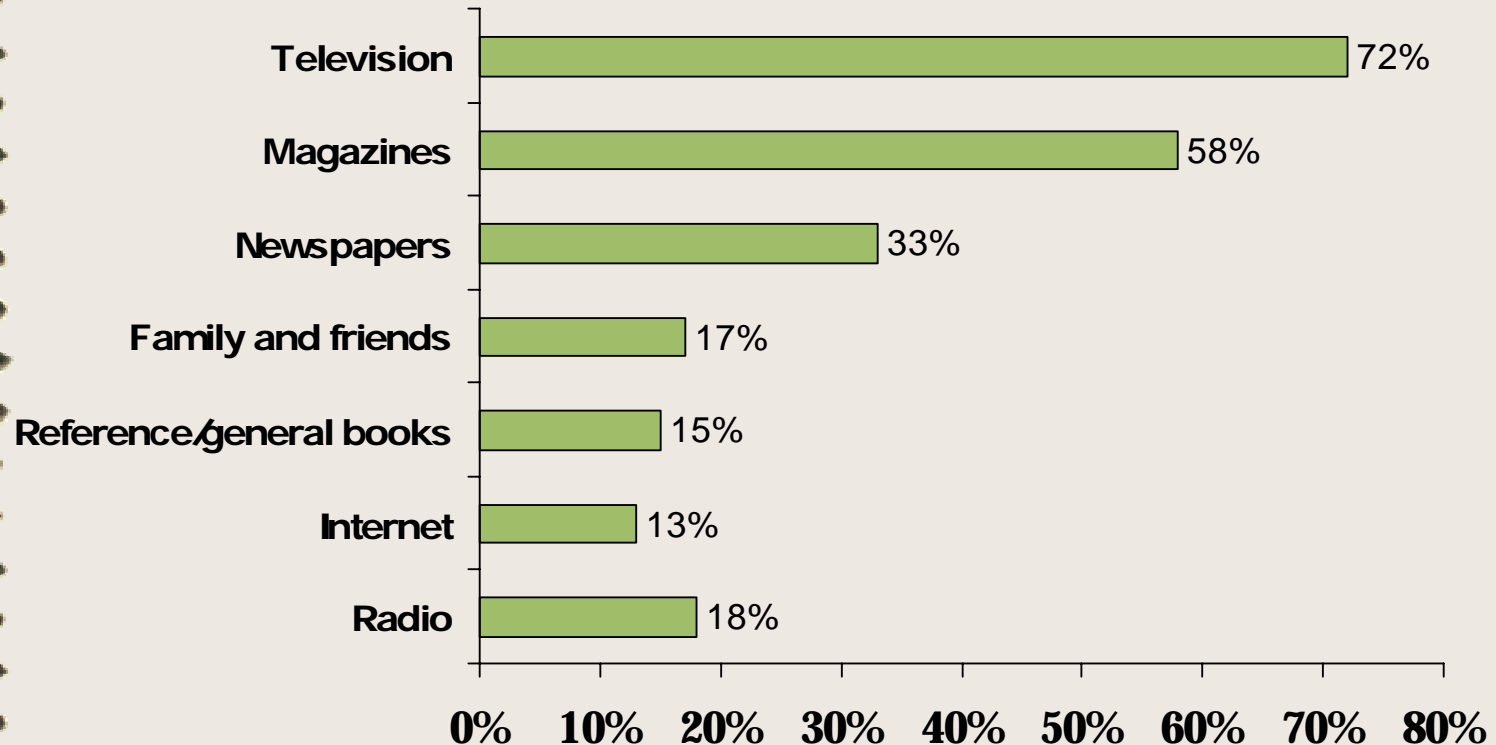


“Although humans make sounds with their mouths and occasionally look at each other, there is no solid evidence that they actually communicate among themselves”

Communication Paradigm

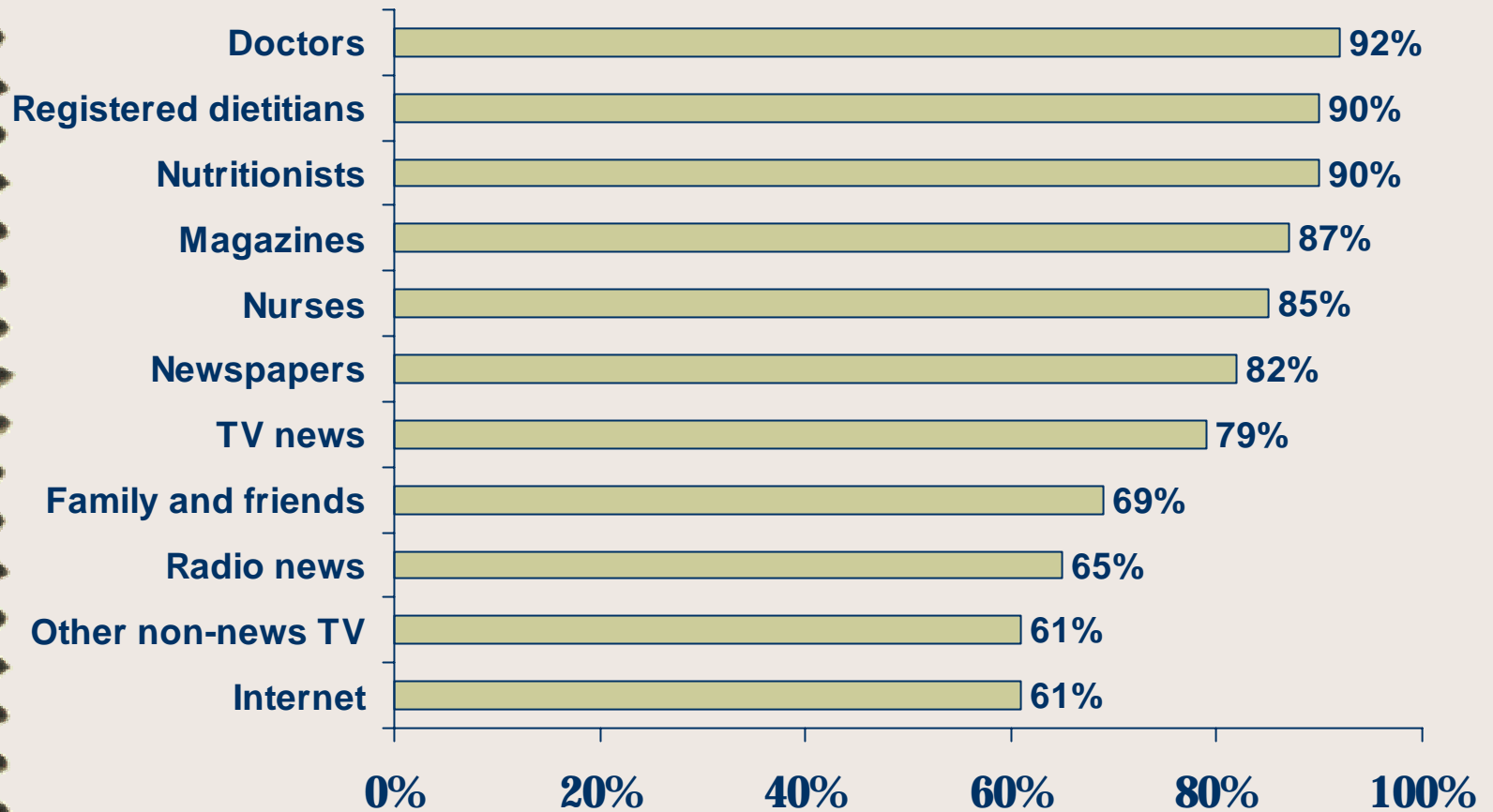


Where do consumers get their nutrition information?



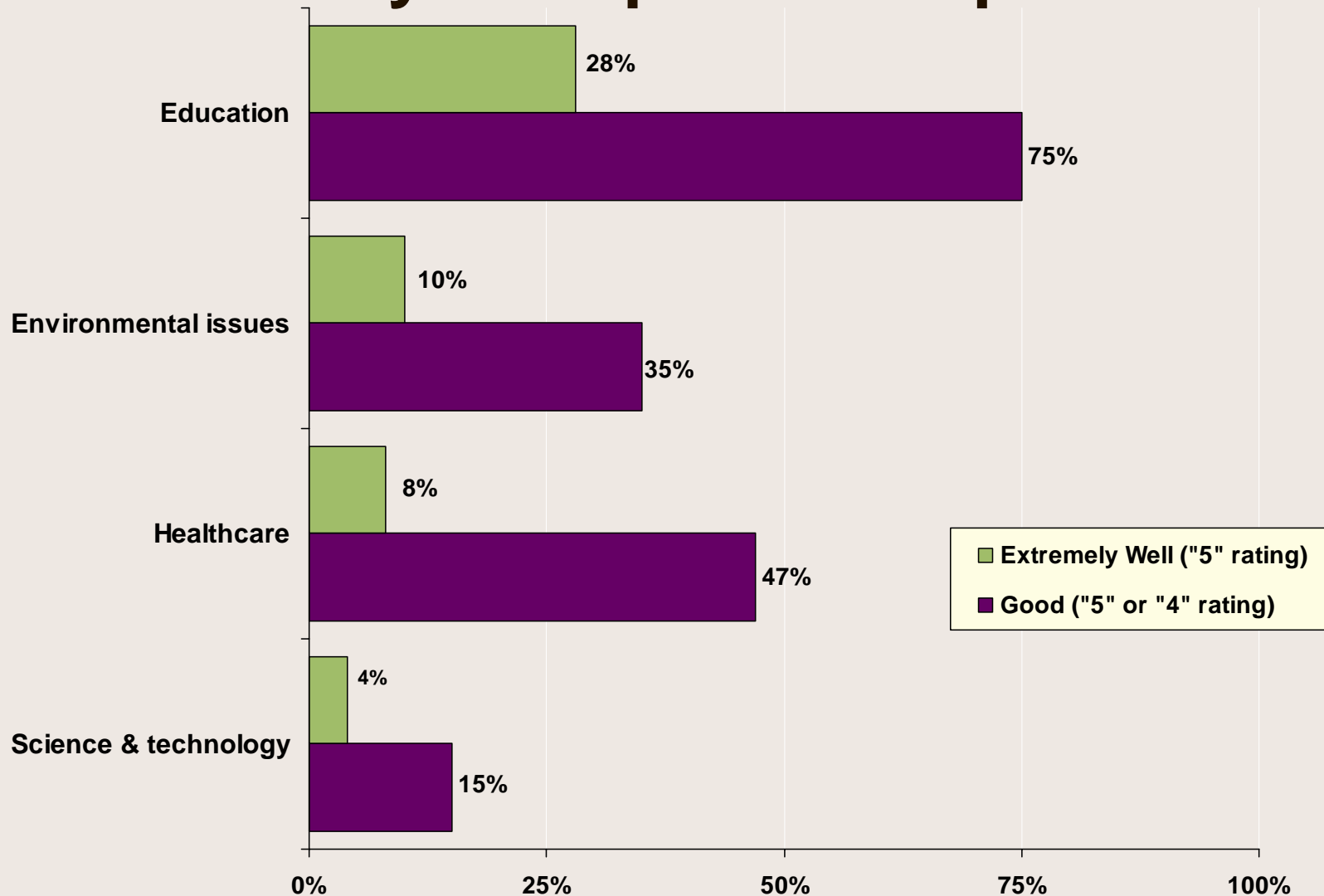
ADA Nutrition & You Trends Survey 2002

Value of Nutrition Sources— “Very Valuable”



ADA Trends Survey 2000

Journalists' Self-Evaluation of Ability to Report on Topics



Jeff Cowart, FACS

How are consumers feeling?



Consumer Confusion

“When reporting medical and health news, the media often contradict themselves, so I don’t know what to believe”

(68% agreed with this statement)

Consumer Confusion

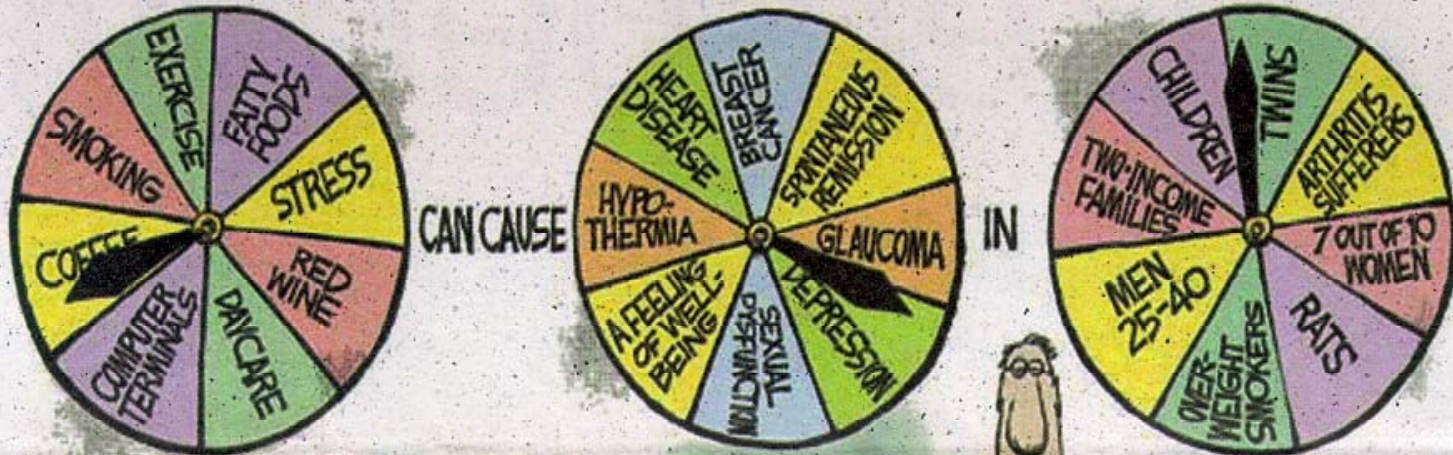
Sixty-one percent (61%) of respondents agreed with this statement:

“There is too much conflicting information about which foods are healthy and which are not.”

Today's Random Medical News

from the New England
Journal of
Panic-Inducing
Gobbledygook

JIM BORGMAN



ACCORDING TO A
REPORT RELEASED
TODAY...

NEWS

©4/27/97 Jim Borgman, Cincinnati Enquirer

Food For Thought Research

A Quantitative and Qualitative Content Analysis of Diet, Nutrition and Food Safety Reporting

Commissioned By: International Food Information Council (IFIC)
Foundation

Conducted By: Center for Media and Public Affairs

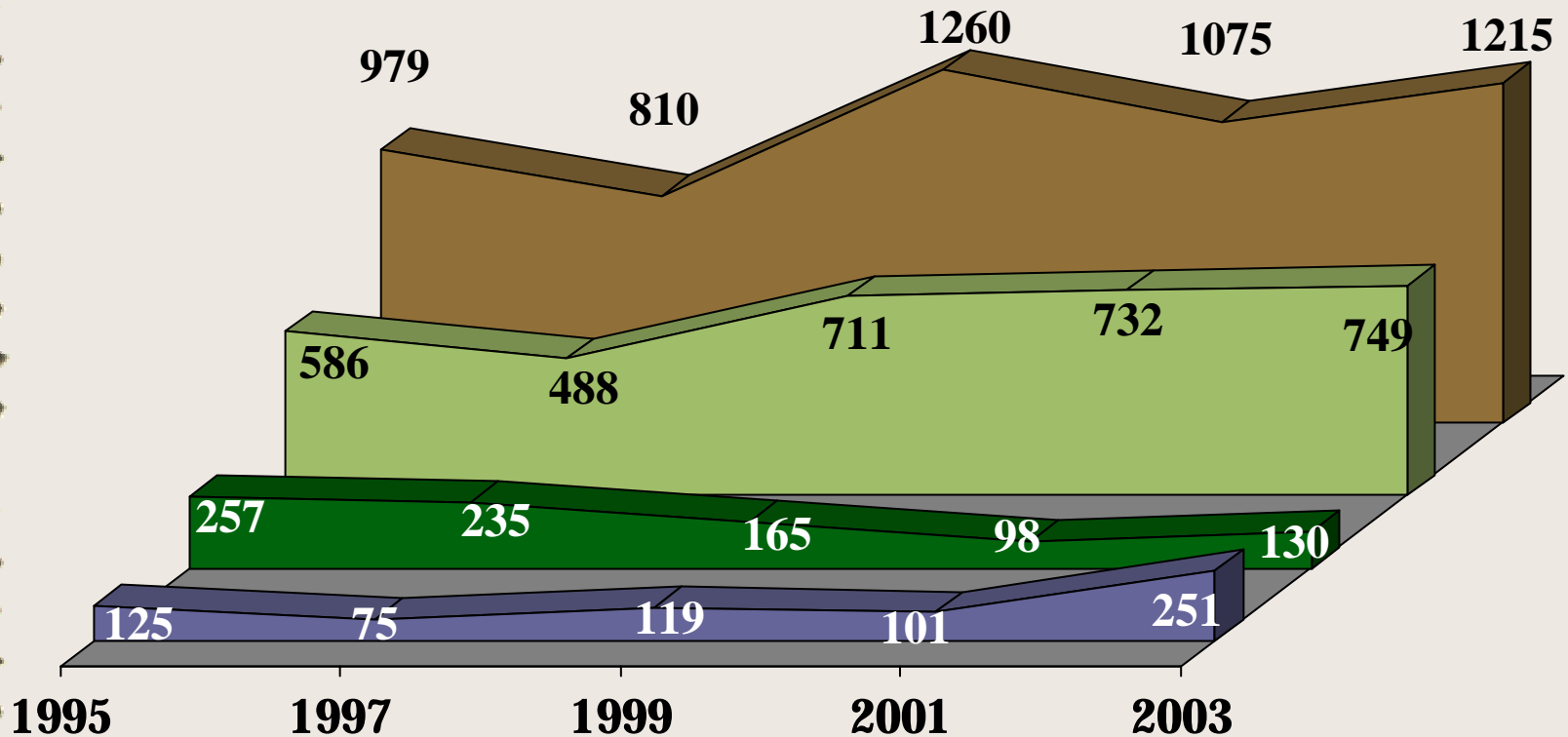
Release Date: February 2004

<http://ific.org/research/fftivres.cfm/>

Food For Thought V

- Qualitative and Quantitative Analysis of Food News—
1215 Stories
- May through July 2003
- 40 News Media Outlets
 - 12 Magazines
 - 10 Newspapers
 - 2 Wire Services
 - 7 Local Television Stations
 - 4 National Television Networks
 - 5 Online News Sites

Food For Thought V



■ Magazines ■ Television ■ Newspapers/Wires ■ Total Stories

Food For Thought V

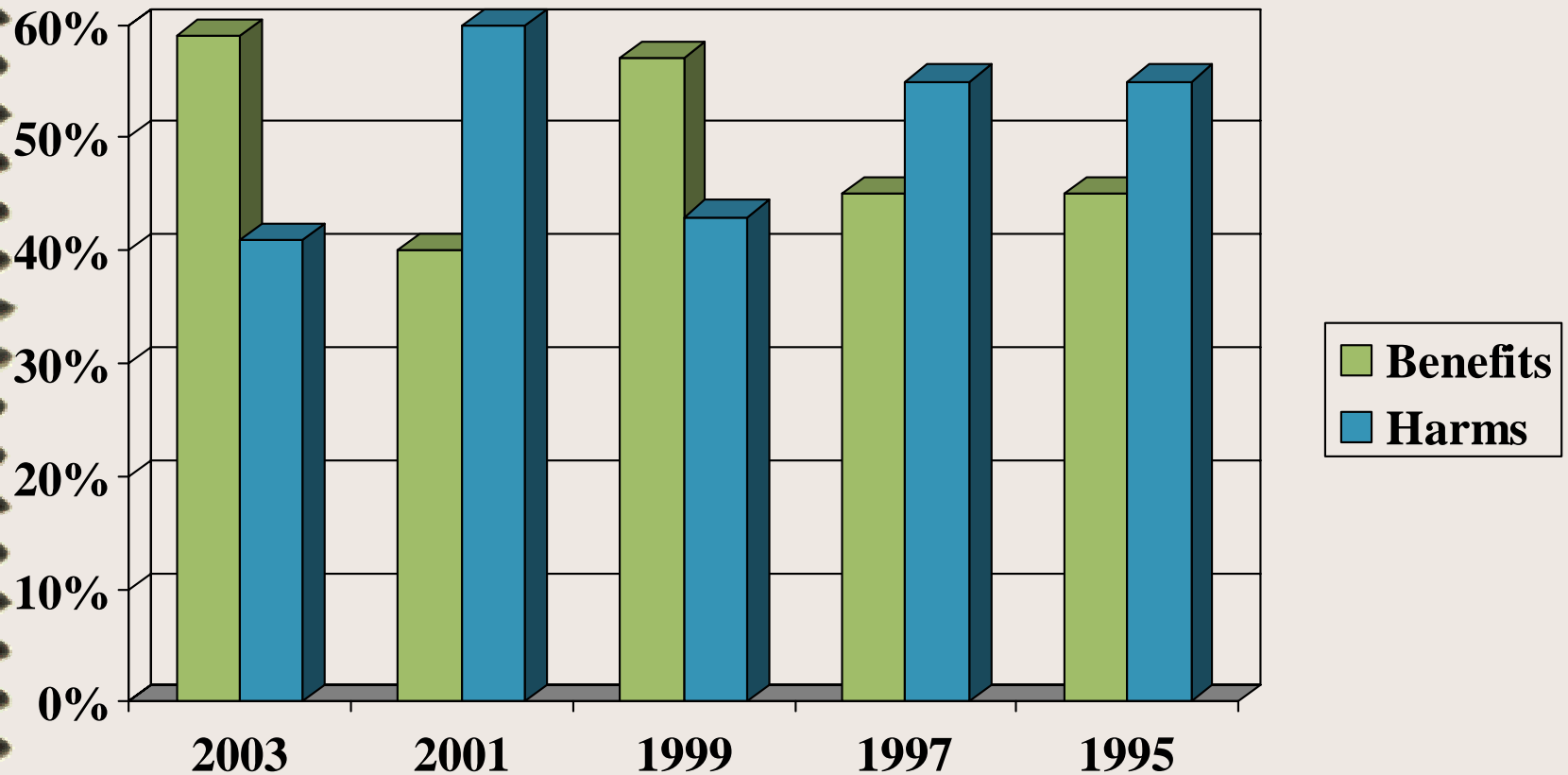
KEY FINDINGS

- Obesity is the Lens Through Which All Issues Are Viewed
- Functional Foods - Leading Source of Benefits Covered
- Biotech Focus Shifts to Trade Issues
- Dietary Fats Resurge Due to Trans Debate
- Government Experts Weigh-In
- More Context Being Offered

Top Five Topics Of Discussion

	<u>2003</u>	<u>2001</u>	<u>1999</u>	<u>1997</u>	<u>1995</u>
Obesity	15%	—	—	—	—
Functional Foods	11%	13%	13%	7%	10%
Disease Risk Reduction	9%	9%	13%	8%	10%
Fat Intake	8%	4%	6%	10%	18%
Food Biotechnology	8%	12%	6%	—	—

Claims of Harms vs. Benefits



Top Benefits Most Frequently Associated With Foods

	<u>2003</u>	<u>2001</u>	<u>1999</u>	<u>1997</u>	<u>1995</u>
Reduced Heart Disease Risks	28%	23%	36%	25%	26%
Weight Management	18%	3%	6%	10%	9%
Reduced Cancer Risk	13%	18%	18%	19%	18%
General – Improved Health	11%	22%	14%	13%	14%

Sources of Benefit

	<u>2003</u>	<u>2001</u>	<u>1999</u>	<u>1997</u>	<u>1995</u>
Consume Functional Foods	23%	22%	20%	18%	14%
Physical Activity	14%	—	—	—	—
Eat Fruits and Vegetables	8%	15%	11%	9%	11%
Eat Nutritious Meals	6%	2%	3%	—	—
Eat Foods Rich in Vitamins/Minerals	6%	5%	11%	10%	11 %

Sources of Harm

	<u>2003</u>	<u>2001</u>	<u>1999</u>	<u>1997</u>	<u>1995</u>
Trans-fatty Acids	11%	2%	3%	—	—
Saturated Fats	10%	2%	2%	—	—
High Fat Intake	9%	2%	2%	4%	10%
High Sodium Intake	6%	<1%	<1%	—	—
Foodborne Bacteria	6%	19%	30%	29%	19%
Too Little Exercise	6%	—	—	—	—

A spiral-bound notebook with a brown cover and a cream-colored page. The spiral binding is on the left side. The title "The Importance of Context" is written in a black serif font, centered on the page. A thin horizontal line is visible above the title.

The Importance of Context

Assessing the Relevance of Health Claims

	<u>2003</u>	<u>2001</u>	<u>1999</u>	<u>1997</u>	<u>1995</u>
Scientific Evidence Cited	22%	6%	18%	34%	15%
Risk/Benefit Group	17%	16%	13%	12%	15%
Amount Consumed	13%	7%	13%	14%	31%
Frequency of Consumption	13%	4%	10%	10%	7%
Cumulative Effect	2%	1%	1%	2%	1%
Total Mentions	3176	4299	4432	1921	2496

Example of Context

“Exercising for 40 minutes can reduce stress. In fact, studies show that working out on a regular basis can be as effective as taking antidepressants like Prozac.”

—*Men’s Health* magazine

✓ Amount ✓ Scientific Evidence

Additional IFIC Foundation Resources

- Improving Public Understanding:
Guidelines for Communicating Emerging
Science on Nutrition, Food Safety, &
Health
<http://ific.org/publications/brochures/guidelinesbroch.cfm>
- *Food Insight* Newsletter
<http://ific.org/foodinsight/index.cfm>

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Tips, Strategies & Resources for Examining Media Messages

Children's Advertising Review Unit (CARU)

- <http://www.caru.org/>
- Founded in 1974
- Mission: promote responsible children's advertising

<http://www.caru.org/>



CHILDREN'S
ADVERTISING
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Welcome to the Website of the Children's Advertising Review Unit (CARU) of the Council of Better Business Bureaus, Inc. (CBBB). CARU works in voluntary cooperation with children's advertisers to preserve their freedom to direct their messages to young children by ensuring that these messages are truthful, accurate and sensitive to their particular audience. Policy and procedures are established by the National Advertising Review Council (NARC).



ABOUT US



GUIDELINES &
PROCEDURES



PRIVACY
PROGRAM



NEWS &
PUBLICATIONS



CASE REPORTS

CARU Reviews Advertising For:

- Truth and Accuracy
- Appropriateness
- Safety
- "Taste and Decency"

CARU Guidelines

Copy, sound and visual presentations should not mislead children about product or performance characteristics. Such characteristics may include ... size, speed, method of operation, color, sound, durability and *nutritional benefits*.



CARU Guidelines (cont'd)

Representation of food products should be made so as to encourage sound use of the product with a view toward healthy development of the child and development of good nutritional practices.



CARU Guidelines (cont'd)

Advertisements representing mealtime should clearly and adequately depict the role of the product within the framework of a balanced diet.

Snack foods should be clearly represented as such, and not as substitutes for meals.



CARU Guidelines (cont'd)

Comparative claims should be based on real product advantages that are understandable to the child audience.



CARU Parent's Guide

- <http://www.caru.org/guidelines/parent.asp>
- For parents of children up to 12 years old
- Educate children
 - To evaluate information
 - To make informed choices

CARU Parent's Guide

Helping Children Examine Ads

1. Red Light/Green Light
Distinguish the fantasy from the reality in a television commercial by marking it with a "red light." This might be accomplished by uttering the phrase "red light!" or holding up a drawing of a traffic light.
2. Stepping Out
Identify a product you have seen advertised on TV and then visit a store that has the product. Compare the television version with the actual product. Ask your child: How are they different? Which is more exciting?

Kidnetic.com

- <http://kidnetic.com>
- Healthy Eating, Active Living Web site for kids and their parents
- Features: Parents' Place
- Bright Paper: Teaching Your Kids About Food Advertising and Marketing



"Bright Papers"

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-  [Assessing Your Child's Weight with the Body Mass Index \(BMI\)](#)
-  [Tip the Calorie Balance in Your Family's Favor](#)
-  [Teaching Your Kids About Food Advertising and Marketing](#)
-  [Four Steps for Helping an Overweight Child](#)
-  [Developing Your Child's Self-Esteem](#)
-  [Give Your Child a High Five for Fiber](#)
-  [How To Pack Grade-A Lunches That Kids Will Like](#)
-  [Time-Saving Tactics for Healthy Family Eating](#)
-  [Raising an In-Tune Eater](#)
-  [Getting Kids Active-10 Minutes at a Time!](#)
-  [10 Fun Fitness Activities to Suggest When Kids Say, "I'm Bored!"](#)
-  [Make Fitness a Family Affair](#)

[Print this Bright Paper](#)

Teaching Your Kids About Food Advertising and Marketing



Like many parents, you may be concerned about how the food advertisements your children see affect their eating habits.

Kids ask for products such as fast food, cookies, candy, chips and soft drinks for many reasons. For example, kids like the taste or might associate eating them with fun family times. Seeing ads for these products is another reason kids request them. Nutrition experts agree that all foods can fit into a healthful diet when children and adults practice balance, variety and moderation in their food choices. It's important to teach children that foods such as whole grains, fruits, vegetables, lean meats and low-fat dairy products contain more nutrients (such as vitamins and minerals) than other foods and should form the foundation of their diets. Good ways to help your children make healthful choices are to show them how to follow the Food Guide Pyramid, lead by example and help them understand and evaluate food ads.

Helping Kids Understand and Evaluate Food Ads

A good way to begin evaluating food advertising messages is to point out products in television and magazine ads, and ask your children to describe the similarities and differences. While discussing the ads, ask:

- What methods (e.g., animation, music, bright colors or celebrities) do the manufacturers use to sell their products?

Helping Kids Understand and Evaluate Food Ads

- Methods used to sell product
 - Animation
 - Music
 - Bright colors
 - Celebrities
- How do these methods affect the child's thoughts about the product? Do they make the product more interesting?

Helping Kids Understand and Evaluate Food Ads

- What's the message?
 - Stronger?
 - Smarter?
 - Have more fun?
- Does the child believe the message?
- Portion size of the product vs. recommendation by USDA Food Guide Pyramid. Does it match what the child eats?

Tuning in to Food Advertising and Marketing

- Activity Module developed by IFIC Foundation.
- Help parents, teachers and other community leaders to teach children to become savvy consumers.

Tuning in to Food Advertising and Marketing

- Goals:
 - Raise kids' awareness of techniques used in food ads and on food packages that capture attention and give products appeal
 - Call attention to the appropriateness of food and drink portion sizes depicted in ads and to the presence or absence of physical activity messages/examples
 - Highlight promotion messages/techniques used on food packages

Quick Start Idea #1

- Ask kids to describe a food or drink ad they saw recently, whether they wanted to try the product and why.
- Use background information found in the *Teaching Your Kids About Food Advertising and Marketing* Bright Paper to help kids understand and evaluate advertising techniques that make the product appealing.

Quick Start Idea #2

- **At lunch or snack time, ask kids to examine packaged foods and drinks they're consuming (e.g., granola bar, milk carton, juice box, etc.) and to describe what elements of the package make the product appealing.**

Activity Action Plan

- What You Need
- What to Do
- Talking Points/Discussion Questions
- Take-Home Activity

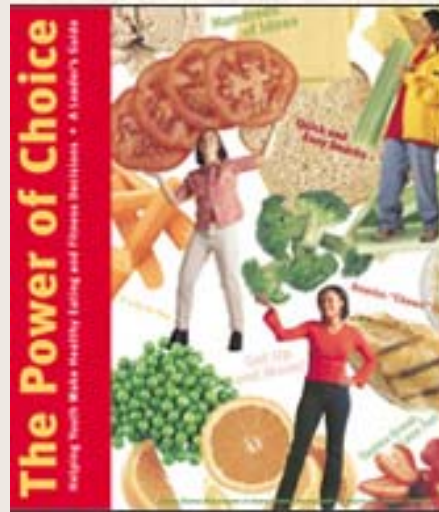
Group Activity

- Watch Video Clip of Food Commercial
- Complete “Be A TV Food Ad Reviewer”
Handout

Resources



The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions A Leader's Guide



http://www.fns.usda.gov/tn/Resources/power_of_choice.html

Emo-Vertising Food

GET:

Gather some magazines about preteens, food, and fitness. You might ask preteens to bring in theirs, too! (Ask a week ahead.)

DO:

Have preteens pair up to find magazine advertisements linking food with emotions.

POINT OUT:

that the message might be subtle.

Encourage each pair to talk about the advertising message and whether or not each thinks that “food” or “way of eating” can resolve bad moods or emotional issues.

ASK:

Why or why not? What’s a healthier way to cope with negative feelings?

Resources

- <http://ific.org>
- <http://www.caru.org>
- <http://kidnetic.com>
- <http://www.fns.usda.gov/tn>

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Comments, Questions?

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Thank You

For more information

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<http://ific.org>